R E P O R T R E S U M E S

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A STUDY OF THE JOB AND EDUCATIONAL EXPERIENCE OF THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS.

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THE SPECIFIC OBJECTIVES OF THE STUDY WERE TO DETERMINE THE PRESENT JOB STATUS, THE JOB OR EDUCATIONAL STATUS AS OF OCTOBER 1959, THE HIGHEST LEVEL AND NATURE OF FORMAL EDUCATIONAL EXPERIENCES, THE NUMBER OF DIFFERENT TYPES AND GRADES OF JOBS HELD, AND THE PRESENT GEOGRAPHICAL LOCATION OF THE GRADUATES WHO HAD COMPLETED 3 OR MORE YEARS OF VOCATIONAL AGRICULTURE. ABOUT 70 PERCENT, 120, OF THE 170 MAILED QUESTIONNAIRES WERE RETURNED. SOME FINDINGS WERE--(1) 51, 42.5 PERCENT, OF THE GRADUATES WERE ENGAGED IN AGRICULTURAL OCCUPATIONS AS OF OCTOBER 1959, (2) 68, 56.7 PERCENT, WERE ENGAGED IN AGRICULTURAL OCCUPATIONS IN 1967--43 IN PRODUCTION AGRICULTURE, 17 IN AGRI-BUSINESS, AND EIGHT IN PROFESSIONAL AGRICULTURE, (3) 20, 16.7 PERCENT, HAD SOME COLLEGE TRAINING IN AGRICULTURE, THE SAME NUMBER HAD NONAGRICULTURAL COLLEGE WORK, 22 HAD COLLEGE DEGREES, AND 44 HAD NO FORMAL TRAINING BEYOND HIGH SCHOOL, (4) 48, 40 PERCENT, HAD HELD ONLY ONE, AND 97, 80.8 PERCENT, HAD HELD THREE OR FEWER DIFFERENT TYPES OR GRADES OF JOBS, AND (5) 80 OF THE 120 GRADUATES WERE LIVING IN NORTH DAKOTA, 61 IN THE COMMUNITIES FROM WHICH THEY GRADUATED FROM HIGH SCHOOL. IT WAS CONCLUDED THAT MORE VOCATIONAL AND TECHNICAL EDUCATION SHOULD BE PROVIDED, AND SCHOOLS SHOULD GUIDE AND ENCOURAGE STUDENTS TO ENTER THESE EDUCATIONAL PROGRAMS. IT WAS RECOMMENDED THAT MORE STUDIES OF THIS TYPE BE CONDUCTED USING OTHER GRADUATING GROUPS AND CONTROL GROUPS. A LIST OF PARTICIPATING SCHOOLS, THE QUESTIONNAIRE, AND A BIBLIOGRAPHY ARE INCLUDED. (WB)

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A Study of the Job and Educational Experience of the 1959 Vocational Agriculture Graduates of Selected North Dakota High Schools

Donald W. Priebe

Research Report No. 8

CENTER FOR RESEARCH IN
VOCATIONAL AND TECHNICAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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VT004047

August, 1967

FOREWORD

This publication is the result of one of a series of studies conducted by Vocational educators in North Dakota and partially supported by the Center for Research in Vocational and Technical Education. The results of this study present some rather cogent implications for curriculum revision in agriculture education. One of the objectives of the Center for Research in Vocational and Technical Education is that of dissemination of research results. The publication and distribution of the included research results contribute directly to this objective.

The broadened objectives of vocational agriculture as a result of the Vocational Education Act of 1963 provide opportunities for training persons for all occupations involving knowledge and skills in agriculture. Many new programs in agriculture education will be developed by forward-looking educators. New programs can and should be based on research. The research reported in this publication may be a first step toward building a better agriculture.

The study reported here may be only a beginning. The results, which are perhaps limited as to generalizability, do, however, provide a pattern for future studies in all areas of vocational education.

N.D. Ehresman
Director

ACKNOWLEDGMENTS

The writer wishes to thank the vocational agriculture instructors whose cooperation helped make this study possible. A special thank you to Professor Shubel D. Owen for his encouragement and kindly assistance, and to the Center for Research in Vocational and Technical Education, University of North Dakota, for its financial support and the assistance provided by the members of its staff.

D.W.P.

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CHAPTER I

INTRODUCTION

Statement of the Problem

It was the purpose of this study to determine the job and educational experiences of the 1959 vocational agriculture graduates of selected North Dakota high schools.

The specific objectives of the study were to determine

1. The job or educational status as of October, 1959
2. The present job status
3. The highest level and nature of the formal educational experiences
4. The number of different types and grades of jobs held
5. The present geographic location of the 1959 vocational agriculture graduates of selected North Dakota high schools.

Delimitations of the Study

This study was limited to gathering the evidence needed to attain the stated objectives. The study was limited to the 1959 vocational agriculture graduates of selected North Dakota high schools. Only those graduates who had completed 3 or more years of vocational agriculture were included in the study.

Because of the limits of the scope of this study and the time element involved, no control group was used and therefore no comparisons were made.

Need for the Study

Our society is undergoing many and diverse changes. Our educational programs must also be changed and adapted to meet the needs of the people.

The Congress of the United States recognized the need for improved and expanded vocational education when it enacted the Vocational Education Act of 1963 which states in part:

> It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State-- . . . --will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[1]

The need for evaluation and adjustment of vocational programs is also emphasized in a publication of objectives prepared by the United States Office of Education and the American Vocational Association which reads:

> The purposes of vocational and technical education in agriculture are derived from the broad setting of our democratic society, the public schools, agricultural technology, and vocational and technical education. These purposes are threefold: (1) To contribute to the educational objectives of American public education; (2) To contribute to the controlling purpose of vocational education, which is to "fit persons for gainful employment;" and (3) Specifically, to provide training

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[1]Public Law, No. 88-210, 88th Congress, H.R. 4955, December 18, 1963, p. 1.

> and retraining for youths and adults which is realistic in light of actual or anticipated opportunities for employment.
>
> In fulfilling these purposes, vocational and technical education in agriculture will be continually evaluated, adjusted, and extended to meet the needs and demands of current technological developments and new social and economic conditions.[2]

The continuous evaluation and adjustment of programs will require research and knowledge upon which to base sound decisions. A knowledge of what has happened to the graduates of a particular program will be helpful in program evaluation and in future program planning.

A review of studies of summaries of agricultural education revealed no similar studies of vocational agriculture graduates made in North Dakota. No other studies in the state were brought to the attention of the writer. Therefore, this study was undertaken for the purpose of gathering needed information in this area.

Review of Literature

A search for reports of studies conducted in this area revealed no studies conducted with objectives similar to those of this study. Several studies had been conducted as a follow-up of the graduates of a certain school or area over a period of several years.

One study was found which examined the first jobs of vocational agriculture graduates in Illinois. Krebs' findings in a study of 528 Illinois vocational agriculture graduates were:

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[2]United States Department of Health, Education, and Welfare, Objectives for Vocational and Technical Education in Agriculture, OE-81011, Bulletin 1966, No. 4, Joint Committee of the U.S. Department of Health, Education, and Welfare and the American Vocational Association, Government Printing Office, Washington, D.C., 1965, p. 3.

> Sixty-eight (13 per cent) were in the military service. The remaining 460 were employed as follows (with percentages given as a per cent of 460); farming--196 or 42.6 per cent; nonagricultural occupations--116 or 25.7 per cent; college--118 or 25.7 per cent (one of the group was a high school post-graduate); agricultural occupations other than farming--13 or 2.8 per cent; unknown, unemployed or deceased 15 or 3.2 per cent.[3]

Bender conducted a follow-up study of Ohio vocational agriculture graduates who had been out of school 5 years. His study included 1,722 graduates over a period of 3 years and his findings were:

> Of each 100 graduates out of school 5 years, 45 were engaged in farming or in related agricultural positions, 31 were associated with non-agricultural work or activity, and 20 were in the armed services. The four remaining were deceased or their occupations were unknown.[4]

There was very little information available concerning the status of vocational agriculture graduates in North Dakota for any certain year of time period.

Definition of Terms

The following definition of terms was used for this study.

Vocational agriculture graduate. One who graduated from high school and who had completed at least 3 years of vocational agriculture.

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[3]Krebs, Alfred H., "First Jobs of Vocational Agriculture Graduates of Illinois High Schools, Classes of 1955," Summaries of Studies in Agricultural Education, Supplement No. 11, Vocational Bulletin No. 272, Agricultural Series No. 71, U.S. Department of Health, Education, and Welfare, Office of Education, Government Printing Office, Washington, D. C., 1958, p. 44.

[4]Bender, Ralph Edward, "Vocational Status of Graduates in Vocational Agriculture out of School Five Years," Summaries of Studies in Agricultural Education, Supplement No. 12, Vocational Bulletin No. 275, Agricultural Series No. 72, U.S. Department of Health, Education, and Welfare, Office of Education, Government Printing Office, Washington, D. C., 1959, p. 4.

Production agriculture. Direct involvement in farming or ranching as operator, partner, or employee.

Professional agriculture. Jobs which require a minimum of a Baccalaureate degree in agriculture or the equivalent.

Agri-business. Jobs which involve the handling, manufacturing, and processing of goods produced by or used by farmers; jobs which provide services to farmers; and jobs which require knowledge and skills in agriculture; not to include jobs classified as production or professional agriculture.

Professional, non-agricultural. Jobs which require a minimum of a Baccalaureate degree or its equivalent.

Skilled, non-agricultural. Jobs which require at least several months of vocational and/or technical education or apprenticeship experiences.

Semi-skilled, non-agricultural. Jobs in which abilities required are not extensive and may be learned in several weeks of on-the-job experience.

Method of Research

The graduates of 1959 were selected as the subject of this study because they have been out of high school long enough to have completed most of their formal education and to have in most cases established themselves in an occupational field. It was also believed that this group graduated recently enough so that an adequate sample of the 1959 vocational agriculture graduates could be obtained.

The list of schools from which the sample was obtained was

limited to those schools which offered vocational agriculture during the 1955-1956 school year and have offered vocational agriculture since that time. A list of 25 such schools was selected because it was believed that this would provide between 150 and 170 names from which it was estimated that 100 to 125 replies could be obtained. This number of returns was considered to be adequate to provide a representative sampling.

A letter was mailed to the vocational agriculture instructors in the selected schools requesting the names and addresses of all 1959 graduates of that school who had completed 3 or more years of vocational agriculture. About 1 week later a follow-up letter was sent to those instructors who had not replied. The lists returned by the 21 instructors who replied contained 170 names with mailing addresses (Appendix A). The accuracy of the instructors in locating addresses is shown by the fact that only five of the 170 letters mailed were returned unclaimed.

A questionnaire was constructed to secure the information needed to reach the objectives of this study. A trial use of the instrument was made with the Kenmare graduates who were in the community. The trial indicated that the instrument form was satisfactory. The questionnaire was submitted to the study advisor for his inspection and suggestions. The instrument was then mailed to the people included in the sample. An explanatory cover letter and a stamped and addressed return envelope were also included. After about 2 weeks a follow-up letter, including another questionnaire and envelope, was mailed to those who had not yet replied.

A total of 120 questionnaires were returned. This represented a 70.6 per cent return of the 170 letters mailed.

The survey was carried out by mail rather than interview because of time, cost, and the widespread geographic location of the graduates.

CHAPTER II

FINDINGS OF THE STUDY

Job or Educational Status as of October, 1959

Table 1 shows the job or educational status of the graduates as of October of the year in which they graduated. October was selected so that a more accurate reflection of the student category could be obtained. No distinction was made between college and vocational and/or technical schools in this table.

TABLE 1. THE JOB OR EDUCATIONAL STATUS OF THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS AS OF OCTOBER, 1959

Job or educational status	Number in group	Per cent
Agriculture jobs:		
Production agriculture	42	35.0
Agri-business	9	7.5
Non-agricultural jobs	12	10.0
Student	48	40.0
Armed services	9	7.5
Total	120	100.0

Table 1 shows that 51 or 42.5 per cent of the graduates were engaged in agricultural jobs as of October, 1959. Forty-two of these were employed in production agriculture and nine were employed in agri-business jobs.

Twelve or 10.0 per cent had entered non-agricultural work. Nine or 7.5 per cent were serving in the armed forces. Forty-eight or 40.0 per cent were classified as students.

More than 80.0 per cent of the graduates who were employed in October, 1959, were engaged in agricultural work.

Present Job Status

Table 2 shows the present job status of the 1959 vocational agriculture graduates included in this study. The job classifications as used here were defined in the Definition of Terms section of this study.

TABLE 2. THE PRESENT JOB STATUS OF THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS

Job status	Number in group	Per cent
Agricultural:		
Production agriculture	43	35.8
Agri-business	17	14.2
Professional agriculture	8	6.7
Total agricultural	68	56.7
Non-agricultural:		
Professional	6	5.0
Skilled	26	21.6
Semi-skilled	12	10.0
Total non-agricultural	44	36.6
Armed services	8	6.7
Total	120	100.0

Table 2 reveals 68 or 56.7 per cent of the graduates were engaged in agricultural occupations. Forty-three were involved in production agriculture. Forty-two were farming or ranching and one was employed as a farm hand. Seventeen were employed in agri-business jobs. Eight were employed as professional agriculturists. One of these was working toward a Ph.D. degree and another was about to do so.

A total of 44 or 33.6 per cent of the group was employed in non-agricultural jobs. Six or 5.0 per cent were professional workers. Five of the six were college or high school teachers. Twenty-six of the 44 were engaged in skilled occupations and 12 held semi-skilled jobs.

Eight of the graduates were serving in the armed forces.

About 60.0 per cent of those who were employed and who were not in the armed forces were in the field of agriculture.

Highest Level and Nature of Formal Educational Experiences

The level and nature of the formal educational experiences of the graduates are shown in Table 3. Only the highest level attained is shown. The level of experience was measured by the amount of time the individual had spent in the educational program. In the case of college or university education, a distinction was made between agricultural and non-agricultural studies. No distinction relating to the type of education was made for vocational and/or technical and other types of schools. Armed forces schools or institutes were not included in this study.

Table 3 shows that 20 or 16.7 per cent of the graduates had some college education in agriculture. One of these was working toward the

completion of a Ph.D. degree in Agricultural Economics. Two had earned the Masters degree and one of them was about to enter a program leading to Ph.D. degree in Plant Pathology. Twelve had earned the Baccalaureate degree in agriculture and seven of the 12 were farming. Five others had taken college work in agriculture for 1 year but less than 2 years.

TABLE 3. THE HIGHEST LEVEL AND NATURE OF FORMAL EDUCATIONAL EXPERIENCES OF THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS

Educational level and type	Number in group	Per cent
College or university:		
Agriculture:		
Beyond M.S. degree	1	.8
M.S. degree	2	1.7
B.S. degree	12	10.0
1 year but less than 2 years	5	4.2
Total agriculture	20	16.7
Non-agriculture:		
M.S. degree	2	1.7
B.S. degree	5	4.2
3 years but less than 4 years	2	1.7
2 years but less than 3 years	3	2.5
1 year but less than 2 years	5	4.2
Less than 1 year	3	2.5
Total non-agriculture	20	16.7
Vocational and/or technical school or other:		
Beyond 18 months	3	2.5
18 months	10	8.3
12 to 17 months	2	1.7
9 to 11 months	8	6.7
6 to 8 months	6	5.0
3 to 5 months	5	4.2
Less than 3 months	2	1.7
Total vocational and/or other	36	30.0
No formal training beyond high school	44	36.6
Total	120	100.0

Twenty graduates of 16.7 per cent had college work in fields other than agriculture. Two had received the Masters degree and five had earned the Baccalaureate degree. Thirteen had taken some college work but had not graduated.

The highest level of formal educational experience was reached in vocational and/or technical or other schools by 36 or 30.0 per cent of the graduates. Thirteen had attended for 18 months or more; 10 had attended for 9 to 17 months; and 13 had attended for less than 9 months.

Forty-four or 36.6 per cent of the graduates had no formal training beyond high school.

More than 50.0 per cent of the graduates had some formal training following graduation from high school.

Number of Different Types or Grades of Jobs Held

The number of different types or grades of jobs held were shown in Table 4. A change in grade of job was one which would ordinarily be defined as a promotion. A change in type of job was a definite change in nature of work. If a truck driver changed employer but was still driving a truck this was not classified as a different type of job for this study or in this table. To illustrate, if one of the graduates worked in a service station and then took a job as an assembler in a factory this would be included as a change in type of job.

Part-time jobs and jobs held less than 3 months are not shown in this table.

TABLE 4. THE NUMBER OF DIFFERENT TYPES OR GRADES OF JOBS HELD BY THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS FOR THE PERIOD 1959-1967

Number of different types or grades of jobs held	Number in group	Per cent
7	1	.8
6	1	.8
5	4	3.3
4	17	14.3
3	24	20.0
2	25	20.8
1	48	40.0
Total	120	100.0

Table 4 shows that 23 or 19.2 per cent of the graduates held from four to seven different types or grades of jobs. Twenty-four held three, 25 held two, and 40 held one different type or grade of job.

More than 80.0 per cent of the graduates had held three or fewer different types or grades of jobs since high school graduation.

Present Geographic Location

A brief review of the present geographic location of the graduates studied is presented in Table 5. The group classifications used were:

1. Those living in the community in which they graduated from high school
2. Those who had left the home community but were still living in North Dakota
3. Those who had left the state.

Those who were serving in the armed forces were classified separately.

TABLE 5. THE PRESENT GEOGRAPHIC LOCATION OF THE 1959 VOCATIONAL AGRICULTURE GRADUATES OF SELECTED NORTH DAKOTA HIGH SCHOOLS

Present location	Number in group	Per cent
In the community in which they graduated from high school	61	50.8
In North Dakota but not in home community	19	15.8
Out of the state of North Dakota	32	26.7
In armed forces	8	6.7
Total	120	100.0

Two-thirds of the graduates were living in North Dakota. Sixty-one or 50.8 per cent were living in the community in which they had graduated from high school and 19 or 15.8 per cent had left the home community but were living in North Dakota.

Thirty-two or 26.7 per cent of the graduates were living in other states. Eleven of these were living in Minnesota.

Eight were serving in the armed forces in various states and foreign countries.

More than 70.0 per cent of the graduates who were not in the armed services were living in North Dakota.

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

Data were gathered, tabulated, and presented to attain the five objectives of the study which were to determine:

1. The job or educational status as of October, 1959
2. The present job status
3. The highest level and type of formal educational experience
4. The number of different types and grades of jobs held
5. The present geographic location of the 1959 vocational agriculture graduates of selected North Dakota high schools.

Status as of October, 1959

A review of the status of graduates as of October, 1959, indicated that 51 or 42.5 per cent were engaged in agricultural occupations. Forty-two of these were in production agriculture and nine in agri-business jobs.

Twelve or 10.0 per cent of the graduates were employed in non-agricultural jobs, 48 or 40.0 per cent were students and nine or 7.5 per cent were serving in the armed forces.

More than 80.0 per cent of those who had taken jobs were involved in agricultural occupations.

Present Job Status

Sixty-eight to 56.7 per cent of the group were engaged in agricultural occupations. Forty-three were in production agriculture, 17 in agri-business and eight were professional agriculturists.

Forty-four or 36.6 per cent were employed in non-agricultural jobs and eight or 6.7 per cent were serving in the armed forces.

More than 60.0 per cent of the graduates who were employed and were not in the armed forces were in the field of agriculture.

Formal Educational Experiences

Twenty or 16.7 per cent had some college training in agriculture. One was working beyond the Masters degree, two had Masters degrees, five had Baccalaureate degrees in agriculture and five had one but less than two years of college education in agriculture. Two were working on or planning to work toward the Ph.D. degree in agriculture.

Twenty or 16.7 per cent had done college work of a non-agricultural nature. Five of these had earned the Baccalaureate degree and two had earned Masters degrees.

The total college education included one who had gone beyond the Masters degree, four with the Masters degree, and 17 with the Baccalaureate degree. A total of 22 had earned college degrees.

The highest level of formal educational experience was in vocational and/or technical or other schools for 36 or 30.0 per cent of the group.

Forty-four had no formal training beyond high school.

Different Types and Grades of Jobs

The greatest number of different types or grades of jobs held was seven. Forty-eight or 40.0 per cent of the group had held only one type or grade of job. Ninety-seven or 80.8 per cent of the graduates had held three or fewer different types and grades of jobs since graduating from high school.

Present Geographic Location

Eighty of the 120-member group were living in North Dakota. Sixty-one of these lived in the community in which they graduated from high school and 19 lived in other communities in the state.

Thirty-two or 26.7 per cent of the graduates had left the state and eight or 6.7 per cent were serving in the armed forces.

More than 70.0 per cent of those who were employed and who were not in the armed forces were living in North Dakota.

Conclusions

The following conclusions were drawn from the findings of the study.

1. A large number (50.0 per cent) of the graduates entered the work force immediately after graduation. More than 80.0 per cent of those taking employment entered agricultural fields. This shows that an important part of the task of vocational and/or technical education in agriculture is to prepare students for employment. More vocational and/or technical education should also be provided and schools should guide and encourage students to enter these educational programs.

2. Sixty-eight or 56.8 per cent of the graduates were engaged in agricultural occupations at the time of the study. More than 60.0 per cent of those who were employed and not in the armed forces were in agricultural work. Vocational and/or technical education in agriculture is important and has a definite place in our educational system when so many graduates enter and stay in the field of agriculture.

3. Eight or 6.7 per cent of the group were employed as professional agriculturists. Career bulletins prepared by the land grant colleges and universities show a great need for such people. Since a college education in agriculture is needed to enter these jobs, it is suggested that our schools provide more guidance and preparation designed to encourage qualified students to enter these college programs.

4. The fact that 43 or 35.8 per cent of the group were engaged in production agriculture shows instruction in this area is a very important part of the vocational agriculture program in North Dakota.

5. The type and quality of educational programs provided in our schools will surely be reflected in the occupational skills and other qualities of the people living in our communities. The findings that 80 or 120 people in the group lived in North Dakota support this statement. Sixty-one of the graduates were living in he communities in which they graduated from high school. Since so many graduates are remaining in the home community, the training they receive there and in the state is the responsibility of educators in all programs.

Recommendations for Further Study

It is recommended that more studies of this type be carried out using other graduating groups and using a control group.

APPENDICES

Appendix A

List of Schools

APPENDIX A

LIST OF SCHOOLS FROM WHICH NAMES OF 1959 VOCATIONAL AGRICULTURE GRADUATES IN SAMPLE WERE OBTAINED

School	Names reported with mailing addresses	Number that replied
Bottineau	9	7
Devils Lake	9	7
Garrison	9	6
Jamestown	9	5
Kenmare	12	10
Lakota	9	6
Langdon	7	4
Leeds	8	4
Maddock	14	11
Medina	8	7
Minot	11	8
Mott	9	6
New Rockford	6	3
Park River	7	4
Rolla	7	5
Valley City	2	1
Wahpeton	8	7
Washburn	7	6
Williston	9	6
Wishek	5	3
Wyndmere	5	4
Total	170	120

Appendix B

Questionnaire and Letters

Kenmare, North Dakota
April 17, 1967

Dear ,

As a part of the requirements for my Master's Degree at N.D.S.U., I am conducting a study on "The Chronological Job Experiences of Graduates (1959) in Vocational Agriculture From Selected North Dakota High Schools." This study will be used for my seminar paper.

Would you please help out by sending me a list of names of the graduates of your school and department for the year 1959. Please include names of those who completed 3 or more years of Vocational Agriculture. Any information you could give about the present address, address of parent, or whether in school, service, etc., would be appreciated very much. It is important that I be able to locate most of these people.

I know this brings one more task in a busy time but I would very much appreciate getting this list soon so I can get the material and complete the paper. I also hope that this information will be of help and value to our program.

I will be moving from Kenmare after school so I am trying to complete this before school is out.

Will see you at the State Convention!

Sincerely,

Kenmare, North Dakota
May 1, 1967

Dear ,

Have you been able to find the names and addresses or parents' name and address of 1959 graduates from your school who had either 3 or 4 years of Vocational Agriculture? I have several responses but need many more names soon. Your help will surely be appreciated, even if you could only find some of the names.

I am starting to mail survey forms to the graduates this week. This looks like an interesting study. If you wish a brief summary of the study, please let me know. Thank you for your help.

Sincerely,

Kenmare, North Dakota
May 5, 1967

Dear ,

As part of the requirements for my Master of Science Degree from North Dakota State University, I am conducting a "Study of the Chronological Job and Educational Experiences of 1959 Graduates in Vocational Agricultural from Selected North Dakota High Schools." The purpose of this study is to find out what the 1959 graduates are doing now and what they have been doing since graduation.

Your high school was selected as part of this study. I have secured your name and the names of the other 1959 graduates in your school from the present Vocational Agriculture instructor in the school.

Would you please cooperate in the completion of this study by filling out the enclosed questionnaire and returning it to me in the self-addressed envelope provided. This will only take a few minutes and your prompt reply will be much appreciated.

In listing "jobs" be sure to include farming as a "job."

Thank you for your cooperation.

Sincerely,

Vocational Agriculture Instructor
Kenmare, North Dakota

S U R V E Y F O R M

A STUDY OF THE CHRONOLOGICAL JOB AND EDUCATIONAL EXPERIENCES OF GRADUATES (1959) IN VOCATIONAL AGRICULTURE FROM SELECTED NORTH DAKOTA HIGH SCHOOLS FOR THE PERIOD 1959-1967

I. G E N E R A L I N F O R M A T I O N

Name:_____

Present Address:_____

_____

Years of Vocational Agriculture Completed:_____

II. J O B E X P E R I E N C E S (Including Farming)

A. PREVIOUS EMPLOYMENT

Instructions: In the spaces provided, please list each job you have held since high school graduation. In describing the general nature of duties of the job, please include a general description of the type of farming if you have farmed. Please list the jobs in order of occurrence as much as possible and include part-time work. Include service in the Armed Forces as a job experience.

JOB Title, including farming	NATURE OF JOB Duties of jobs or type of farming	PLACE OF EMPLOYMENT Name and address of employer or location of farm	TENURE OF JOB Length, entering and leaving dates	REASON FOR LEAVING

B. PRESENT EMPLOYMENT

JOB Title, including farming	NATURE OF JOB Duties of job or type of farming	PLACE OF EMPLOYMENT Name and address of employer or location of farm	TENURE OF JOB Entering date

III. EDUCATIONAL EXPERIENCES

Instructions: In the spaces provided, please list all educational courses that you have taken since high school graduation. This would include such courses as college or university, business college, trade school, or any other. Please include Armed Forces schools and any course you are now enrolled in.

NAME OF INSTITUTION College, trade school, etc. Include Address	COURSE Such as engineering, mechanics, etc.	TIME ATTENDED Length of time and years attended	DEGREES OR DIPLOMAS EARNED OR ANTICIPATED College or Graduate Degrees and any other certificate or diploma

IV. FUTURE PLANS

A. If you plan to change jobs in the immediate future, please state the reason and the type of work you plan to enter. _____

_____

B. If you will soon complete an educational course, please state the type of job you plan to seek or enter.

_____

_____

Kenmare, North Dakota
May 24, 1967

Dear ,

About two weeks ago, a copy of the attached questionnaire was mailed to you. Perhaps this did not reach you or maybe you might have overlooked it. The returns have been very good so far but we do want to be sure to include you and as many others in the study as possible so that the study will be representative.

Could you please spend a few minutes filling this out and return it immediately. This will be appreciated very much.

Any information you give will be kept confidential if you wish.

Thank you for your help and cooperation in this study. If you are interesred in a brief summary of the study, please let me know.

Sincerely yours,

Vocational Agriculture Instructor
Kenmare, North Dakota

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BIBLIOGRAPHY

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